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ABSTRACT

Arranged in outline form, this unit on Japan contains over 40 activities for intermediate grade students. Subjects covered are human and physical geography, social history, life style, communication and travel, occupations, recreation, art, education, government, and relations with the United States. Four to 10 activities are described under each subject heading. These activities range from making graphs and drawing timelines to making model volcanoes and writing haiku poetry. Also included are the following: discussion of silkmaking, a map of Japan, a sample of Japanese calligraphy, origami, and Japanese recipes. The document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LP)

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パイオニアの小型高性能宣言。

ポ a study of japan for the intermediate grades ポ

パイオニアの小型高性能宣言。

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AREA EDUCATION AGENCY 7

Cedar Falls, Iowa

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Teacher Center Policy Board Chair - Doris Mauer
Teacher Center Director - Diane Gibson, Ed. D.

Ronald Dickinson, Ed. D.- Chief Administrator, AEA 7

Introduction

This is a group of activities which I put together from different sources, all dealing with Japan. They can be used in conjunction with any Social Studies textbook that teaches Japan. Much of it requires that research be done on the part of the students. Not all activities are suitable for all classes-a teacher will have to pick and choose.

Susan Sauer

A STUDY OF JAPAN

Here are some things that could be done at the beginning of this unit and throughout the entire thing.

1. Use the globe to show the location of Japan and its distance from the United States.
2. Begin to collect Japanese articles for display.
3. Start cutting out newspaper articles pertaining to Japan.
4. Send for a list of posters, films, slides, filmstrips and records. Write to:

   a. Japan Tourist Association, 651 Market Street, San Francisco, California
   b. Consulate General of Japan, 601 California Street, San Francisco, California
   c. Consulate General of Japan, 510 West Sixth Street, Los Angeles, 94, California

5. Send to the Japan Society, Inc. 112 East 64th Street, New York 21, New York, for "Japan: A Packet for Teachers". (Used to be $2.00).

Map Work on Japan

1. Give each child an outline map of Japan. Have each locate the four main islands, main cities, capital, and surrounding bodies of water.
2. Have the islands of Japan cut out of large construction paper. Ask the children to make labels for them and name the principal cities. Pin these to a bulletin board.

I. An Island Nation

A. Compare the area of our state, the United States and Japan.
   Area of Iowa:
   Area of Japan: 142,773 square miles
   Area of United States: 3,675,630 square miles

B. Compare the topography of the United States and Japan:
   1. location of mountains
   2. size of mountains
   3. location of main seaports and harbors
   4. main rivers
   5. lowlands, plains, and plateaus
      highest point in United States-Mt. McKinley 20,320 feet
      highest point in Japan-Tokyo, 45 feet

C. Make a symbol graph showing the density of population in our states and Japan. Put on a chart. Use a

square piece of paper to represent a square mile. Place cut-outs of people in each square. Use one figure for each one hundred persons per square mile. (See the latest World Almanac for statistics.)

D. Start dictionaries, either class or individual using new words as they appear in the study of Japan.

E. Make a map of the climatic zones of the world:

1. North Frigid Zone
2. North Temperate Zone
3. Torrid Zone
4. South Temperate Zone
5. South Frigid Zone

Locate Japan, our state, and the United States in these zones. Compare them.

F. Have each child make a graph comparing the rainfall of his own community and a city in Japan. Go to your local chamber of commerce or weather bureau for rainfall charts.

G. Here is an experiment showing how volcanoes erupt. Procedure: Needed are a pie tin, a 16" rubber tubing, a cone made of plaster of Paris or heavy construction paper, and some puffed rice cereal. Make the cone by using plaster of Paris on a base of wire, or use heavy construction paper. Model the cone on the pie tin. Leave the top and a side of the cone open. This could be painted brown with tempera paint. Put the cereal in the center of the cone. Insert the rubber tubing in an opening at the bottom of the cone. Have a child blow into the tubing. Puffed rice will be forced out the sides and top of the volcano. Conclude: Pressure inside the earth forces lava up through the cone. Volcanic action causes the formation of mountains.

H. Japan's national flower is the cherry blossom. The chrysanthemum is the flower used by the emperor as the imperial flower.

I. Have the class paint cherry blossoms, chrysanthemums, or other flowers. They may use black construction paper. Show them how to paint with colored powder paint. Have them paint with a free flow of the brush.

II. Out of the Past

A. Discuss the early people of your own state and compare them with the early people of Japan. Consider:

1. Physical changes
2. Health habits
3. Dress
4. Home furnishings

B. Have the class make a time line of the important events in Japan's history.

C. The class can make the time line come to life. Have the children take the parts of the important people of each century. Readers or speakers ca tell about each group of people. Possibilities are:

1. The Ainu
2. clans
3. shoguns
4. samurai
5. Tokugawa family shoguns
6. Arrival of St. Francis Xavier
7. Arrival of Commodore Perry
8. Emperor Meyi

D. Cut out silhouettes of temples, torii, or pagodas. Make a wash of water colors on white art paper. Paste the silhouettes on the wash to make a Japanese scene. You may wish to add trees, lanterns, mountains, etc., to complete the background.

III. A Way of Life

A. Have the children compare the Japanese family with the American family. Draw some conclusions, such as:

1. No two families are alike anywhere
2. Each member has responsibilities to the family
3. Our behavior is influenced by our culture
4. Children are protected by their parents
5. There are many people in the world and they have much in common

B. The class may build or set up a portion of a Japanese home in a corner of the classroom. You may want to have a tokonama, tatami mats, a small, low table, a few cushions and some teacups.

C. Have a pantomine showing a Japanese family during a meal. A speaker can stand apart and tell the following:

1. Who is served first, second, etc.
2. Kinds of food
3. Manners

D. You may wish to try some Japanese cooking. See the section containing Japanese recipes.

IV. Communications and Travel

A. See the sheet on Japanese writing.

B. The class may write a radio or television program and present it to another class. They may include a commercial advertising a Japanese product.
C. Compare the number of telephones per capita in Japan and the United States. (See the latest World Almanac for statistics.)
D. Consult a travel bureau to find out what it costs to go from your state to Japan by airplane and by ship.

V. Earning a Living

A. Have the class write creative poetry based on the planting of rice. The following steps may help in reviewing the planting of rice:

1. Preparing the field
2. Transplanting the seedlings
3. Weeding and tending the crops
4. Harvesting the rice crop.

B. Have the class make a diorama of a typical farm. Include a house, a rice paddy with furrows, people working, and a background. A show box or a cardboard box standing on its side can hold the scene. The class can paint a background on a strip of white paper. Fasten the paper on three sides of the box. Place the rest of the scene in front of the paper.
C. Have the class make a chart showing the kinds of trees grown in Japan and how the wood is used.
D. The class could do some research on uses of oyster shells and report on their findings.
E. Have the students find figures in the World Almanac comparing the United States and Japan as to petroleum production.
F. A possible composition theme could be:

1. What American-made product could you take to Japan to sell?
2. How would you go about selling it?

G. For a very complete outline on silkmaking in Japan, see the outline entitled "The Silkmakers of Japan".
H. The class may dye some materials which they can use for making kimonos. Have the children make designs with wax crayons on white materials. An old white sheet will serve the purpose. Dye the material in long rolls and put out in the sun to dry.

I. The students could carve "netsukes". Prepare the following vermiculite mixture:

1 part vermiculite
1 part asbestos fiber
1 part white sand
1½ parts plaster of Paris
1 part water (add more, if needed)
1 tsp. cement color, if desired

Mix well. Pour into a milk carton. Dry for 24 hours. Remove from carton. Carve by using a paring knife, spoon, spatula, etc. Cover with a damp cloth and plastic sheet for 3 days. Air for one week.

VI. Having Fun

A. Compare Japanese festivals with some of them that we celebrate here in the United States:

1. March 3, Girls' Day-Festival of the Dolls: Since peach blossoms herald the coming of spring and are the symbol of courage and feminine beauty, this holiday is also known as the Peach Festival.
2. Cherry Blossom Festival: In April families go out on picnics to enjoy their national flower.
3. April 8, Buddha's birthday: To honor this day, miniature flower temples are built and a small statue of Buddha is placed in each little shrine.
4. May 5, Iris Festival: Brightly colored paper or cloth carp fly gaily from the tall bamboo poles that stand in front of every home where there is a boy in the family.
5. July 7, Star Festival: Commemorates a romantic legend about the Princess Weaver Star, who fell in love witha cowherd star on the bank of the Heavenly River (Milky Way).
6. July 13-16, Feast of the Lantern: a Buddhist Festival in honor of the spirits who have left this world and who return once a year to visit their families.
7. October and Harvest Thanksgiving Festival: Farmers express their gratitude to the Shinto gods of harvest by offering them the first fruits of the yield.
8. November 15, Shichi-Go-San (7-5-3): a day of much excitement for girls of 7, boys of 5 and all children of 3. The children receive presents and visit shrines with their parents.

9. Chrysanthemum Festival: Every year in November hundreds of flowers are on display. Another part of the festival is the Doll Fete. Lifelike clay figures are dressed in robes made of fresh chrysanthemums. The dolls are works of art and form part of legendary and historical scenes.
10. December 31-New Year: At midnight on December 31 the temple bells ring to announce the passing of the old year and to herald the coming of the new. Pine and bamboo, which stand for strength, devotion and faithfulness, are used as New Year decorations.

B. Have each child write an account of their imaginary observations at a Japanese festival.
C. The Japanese believe in a spirit creature known as a "tengu". Two books in which a "tengu" takes part are:

1. Japanese Children's Favorite Stories by Florence
2. Gift from the Mikado by Elizabeth Flemming.

D. After reading stories about "tengu", have students write original stories in which "tengu" plays tricks on the class.
E. Origami, or Japanese paper folding is fun and not hard to do. See the sheet of instructions on some different things to make.
F. Find out some of Japan's outstanding athletes in the fields of golf, tennis, swimming, skiing and baseball.

VII. Enjoying Beauty

A. Help the class analyze "haiku" and "tanka", and tell how they are written. Remember that both are short and simple, convey one idea, and the reader interprets the the "haiku" through his own experiences.

1. Haiku is a 3-line poem. The first and third lines each have five syllables and the second lines has seven syllables. Each has something to do with a season of the years. Here is an example:

The chrysanthemum
Is surely the emperor
Of all the flowers.

2. The "tanka" has 5 lines. The first three are like a haiku. The fourth and fifth lines each have seven syllables. Here is an example:

The day has ended
And the visitors have left-
In the mountain village
All that remains is the howl
Of storm winds from the peak.

VIII. Education in Japan
A. Write to the following source for information about Japanese education: Consulate General of Japan, 235 East 42nd Street, New York 17, New York. Ask for the Fact Sheet about Japan booklet, "Japan Today". Or write to: Ministry of Education, Tokyo, Japan.
B. A possible theme topic would be: "Why a Country Needs to Provide An Education for its Citizens"

IX. Government in Japan
A. Make a flag of Japan. Compare it with our own American flag. Find out what the symbols mean in the two flags.
B. Research can be done on the Imperial Family of Japan and prominent leaders, past and present in Japanese government.

X. Japan and the United States
A. Have committees formed to consider the following topics: How Japan and the United States have influenced each other as to thinking; economy; government; ways of living; art and music. Each committee may choose one of the topics. After each committee has discussed the topic among themselves, the committee may choose one of the members to represent the group. Then the selected members from the committees may hold a panel discussion to present the overview of their committees.

The Silkmakers of Japan

One of the main industries of Japan is silkmaking. This outline gives some of the details of it. The teacher can use this however he/she wants. The things that are under-lined could be looked up by the students.

I. Fabrics Made From Silk

A. Satin
B. Velvet
C. Taffeta
D. Brocade

II. History

A. First introduced 5000 years ago in China
B. Then traveled to Europe
C. 200 A.D. moved to Korea then to Japan

III. The Beginning Steps

A. Mulberry Trees in 3 fields: the only food of the silk caterpillar

1. Spring
2. Summer
3. Fall

B. Larvae stage of the silk moth: (kā ' gō)
C. Mulberry leaves are chopped into small pieces for the larvae; then are not chopped at all for the adult caterpillars, who eat an enormous amount.
D. Skin of the caterpillars, can't grow fast enough; every 3 or 4 days, the caterpillar stops eating, sleeps for a day and sheds its skin.
E. When the caterpillar stops eating and acts nervous and restless, it is time to spin the cocoon
F. Two methods are used:

1. Old method: put the caterpillar on newspaper and cover with rice mats
2. New method: wooden racks with holes just the right size for spinning cocoons

G. The caterpillar spins:

1. (sar'a sin : sticky substance which is very important in every step of silk making
2. Special requirement: absolute quiet

H. Cocoons are removed from the rack and shipped to a factory
I. Only people licensed with the government may allow the moth to come out of the cocoons.

pupae ⟶ moth ⟶ mating ⟶ eggs

IV. At the Factory

A. Heat treatment to kill pupae
B. Inspection
C. Boiling water softens the glue
D. Agitator loosens end
E. End wound onto a wheel
F. The silk thread from each cocoon can be ½ mile long; _____ of these threads are put together to make one long stronger thread
G. Threads are twisted into skanes
H. 30 skanes go into a bundle called a book
I. 29 books go into a bale
J. To keep Japan's silk the finest in the world, samples from every tenth bale are tested for:

1. moisture
2. size
3. strength
4. weight

K. When exported-shipped to other countries-the bale is covered three times:

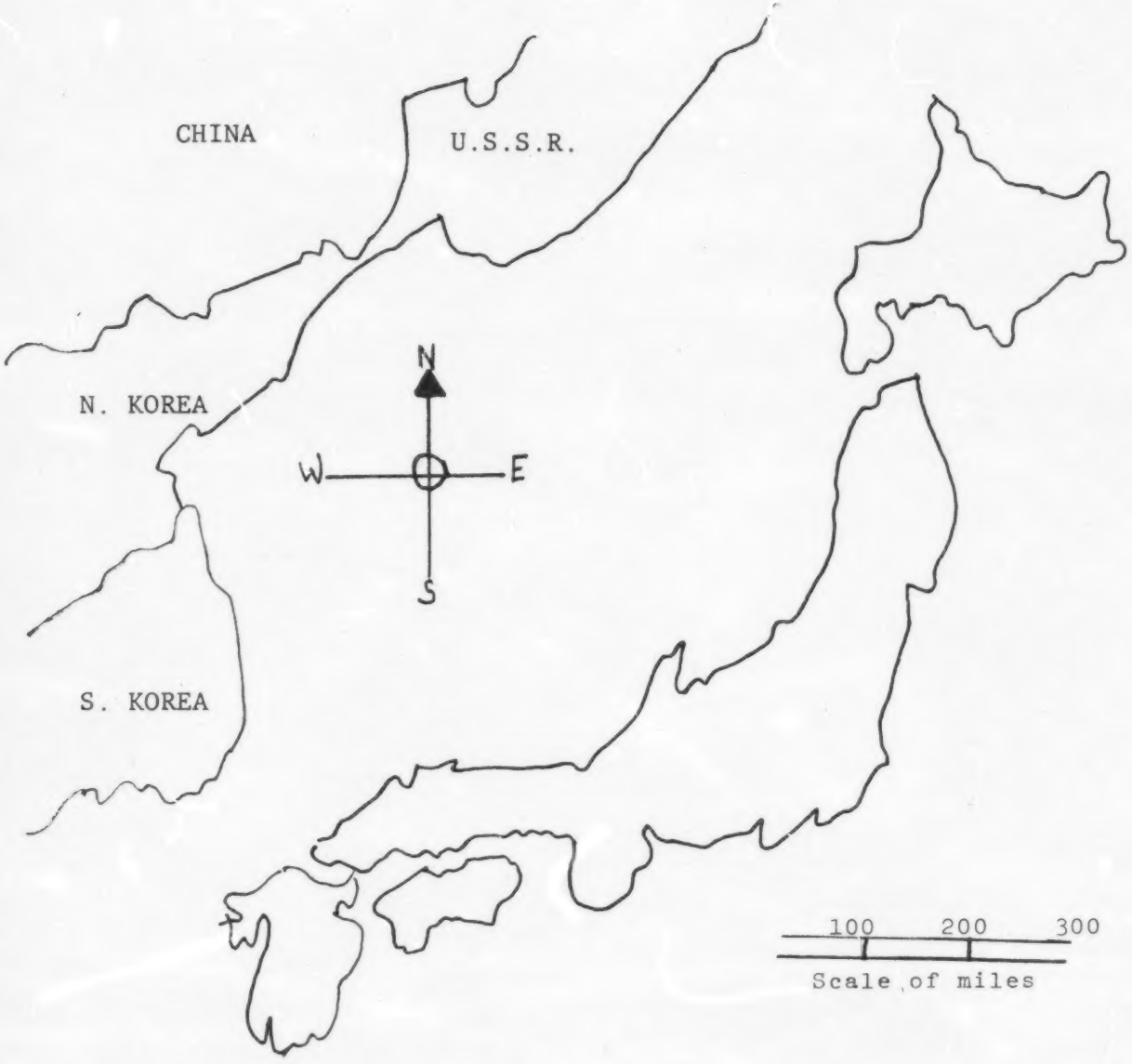
1. cloth bag
2. stiff paper bag
3. heavy matting

L. Since each bale is worth several hundred dollars, they are shipped in moisture-proof compartments
M. Most of Japan's silk stays in Japan

V. Silkmaking in Japan is a combination of:

A. The old and the new
B. The work of nature and of men

Outline Map of Japan



A Sample of Japanese Writing

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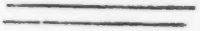
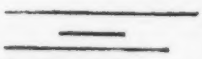
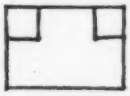
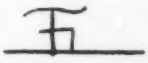
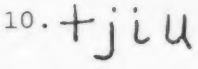
2.  ni
3.  san
4.  shi
5.  goh
6. roku
7. hatchi
8. shichi
9. ku
10.  jiu
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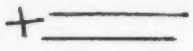
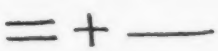
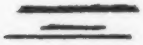
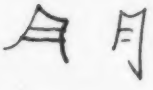
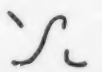
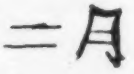
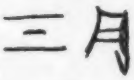
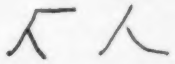
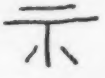
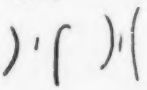
12.  jiuni
13.  nijiuichi
14.  sanjiu
15.  Monday or month
16.  Tuesday
17. Wednesday
18. Thursday
19. Friday
20. Saturday
21. Sunday or sun or day
22. January
23.  February
24.  March
25.  man
26.  God (Kami)
27. Heaven
28.  river
29. tree
30. Love

31. 不 No (Fu)

32. 死 Death (ji)

33. 山 Mountain (yama)

34. 日 Sun (ni) = Japan

35. 本 origin (hon)

Japanese Recipes

Egg Custard Coup

8 eggs, beaten
5½ cups seasoned stock
Soy Sauce
Sugar
Monosodium glutamate
¼ lb. spinach
Salt
Lemon

Mix egg, 1½ c. stock, 1½ tsp. soy sauce, 2/3 tsp. sugar, and 2/3 tsp. mono. glutamate, beat again and strain. Pour the mixture into a square mold and stir gently for 40 minutes; unmold and chill, then divide into small squares. Cook washed spinach in boiled salt water, rinse, drain, and cut into pieces 1½ in. long. Put 1 square of custard in each soup bowl and on top of it a strip of spinach; pour the heated reamining stock over carefully and add a small piece of lemon peel.

Roast Chicken

10 oz. chicken meat
Soy Sauce
Mirin (sweet rice wine)
Salad oil
1 lemon

Cut the chicken in ¼ inch slices and marinade in tbsp. oil and fry the chicken, removing the pieces and dipping into the marinade twice during the course of frying. Serve with a slice of chicken between 2 thin slices of lemon.

Pickled Lettuce

2 lettuce hearts
1 cucumber
1 turnip
1 tsp. salt

Cut the lettuces in half. Peel the cucumber and turnip, and slice thinly lengthwise. Sprinkle with the salt and leave for 2 days. This is eaten as a separate vegetable course with rice.

Black Noodles

1 lb. soya bean flour
1 tsp. salt
1 egg yolk
cold water

Mix the flour, salt, and egg yolk with enough cold water to make a thick paste; leave for 30 minutes. Roll out paper thin and fold in a roll about 14 inches long, then cut into 1/8 inch strips or slices. Put into boiling water, boil for 5 minutes, drain and serve.

Fried Pork and Apple Balls

1 lb. pork
¼ of an onion
3 dried mushrooms
½ of an apple
1 egg
Salt
Monosodium glutamate
Salad oil for frying
Head of lettuce
Soy sauce
Vinegar
Mustard

Mince the pork and the onion. Soften the dried mushrooms in cold water and cut into 1/6 inch cubes. Peel the apple and cut up like the egg. Mix everything well with 1 tsp. salt and some monosodium glutamate. Make about 15 patties and fry in deep fat. Place on lettuce leaves and serve with a side dish.

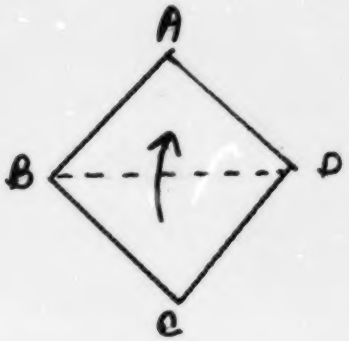
Boiled Rice-Japanese Style

Put the rice and water in a deep pan and mix well. Cover and bring to a boil over a strong heat; when it boils, turn the heat as low as possible and simmer for 3 minutes. Bring again to a boil over a higher heat and as the water reduces, turn the heat lower. When the water is nearly absorbed (after about 20 minutes) turn the heat up for 1-2 seconds and remove the pan from the heat still covered; allow to stand for 7 minutes.

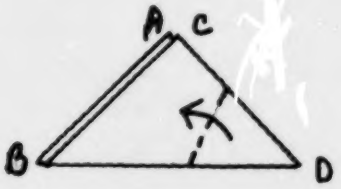
Origami

DIRECTIONS: Start with paper about 9" x 9". Construction paper is not good to use. It needs to be of lighter weight.

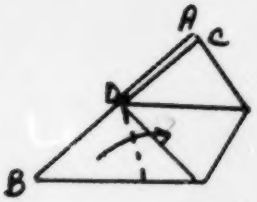
Step 1: Fold C to A



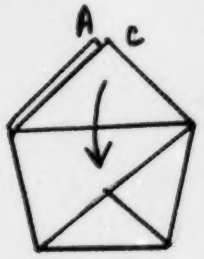
Step 2: Fold D to meet $\overline{AB}$



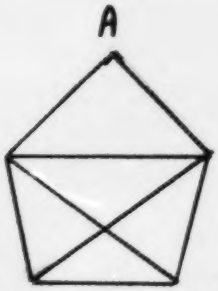
Step 3: Fold flap B over step 2



Step 4: Fold flap C back over step 3



Step 5: Fold A in reverse direction



Step 6: Squeese sides to form cup